

MENU of **Evidence-based** Targeted, **Supports Intensive** (High-risk Tier 2 Menu: students) ndividual Interventions Performance-based Interventions (3-5%)Behavioral contract Self monitoring Going from Tier **Selected** School-home note system 1 to Tier 2 Structured, mentor-based program (At-risk Students) Class Pass Intervention Goal setting with problem solving Small Group or Individual Strategies Acquisition-based Interventions •Small group social-emotional skills Social skills (10-25% of students) Executive functioning

Universal

(All Students)

Systems of Support

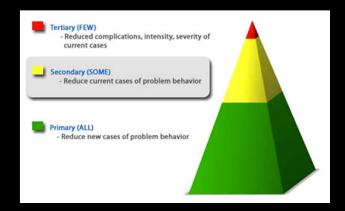
(75-90% of students)

School/classwide, Culturally Relevant

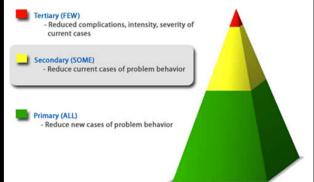
PENT Forum 2017, www.pent.ca.gov

Emotion regulation

• 10 to 25% of all students who are emotionally and behaviorally at-risk for short- and long-term negative outcomes and who are in need of intervention

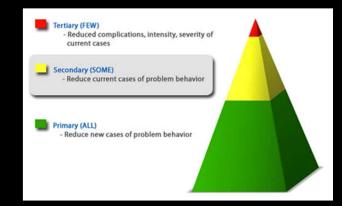


- Essential intermediary level of support within an MTSS framework
 - AKA targeted or selective intervention, secondary prevention (reverse problems)
 - Quick and dirty (efficient, feasible, time sensitive)
 - Limited assessment data and minimal expertise needed from specially-trained staff to select an appropriate intervention and facilitate its implementation



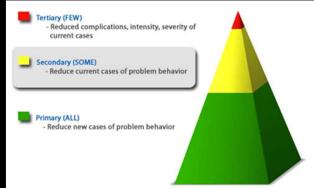
What factors should be in place for any intervention to result in effective behavior change?

- Tier 2 interventions are weakened by fractures in the Tier 1 level of support
 - Poor relationships will undermine intervention



- Disorderly classroom environments will work against an intervention
- The more rigid the environment, the less it will accommodate an intervention

- Tier 2 is a process that we wrap around a child not just an intervention
 - Proactively detecting students who need intervention
 - Matching students to intervention
 - Gathering baseline data
 - Implementing the intervention
 - Monitoring progress
 - Meeting



Problems with Current State of Tier 2

 Several screening tools exist but limited to no instruments for selecting or matching students to the "right" intervention



- Educators are "shooting in the dark" when selecting, implementing and monitoring interventions
- Limited practical guidelines that integrate Tier 2 practices from beginning to end

AIM2 Tier 2 Process from Beginning to End

- Assess to
 - 1. match intervention
 - 2. select tool & establish baseline performance
- Implementation plan to ensure fidelity
 - Identification of active ingredients
 - Identify who is responsible for implementing
- Monitor student response and intervention fidelity
 - Gathering data to inform decisions
- Meet to review and make a data-based decision

Problem-Solving Process

Step 1: Define the problem

Step 4: Implement the intervention with fidelity and determine whether it was effective

Step 2: Determine why the problem is happening

Step 3: Select an intervention to address the problem

Student Intervention Matching System

Root Cause Analysis: Matching Students to the Most Precise and Appropriate Intervention

- Theoretically-informed approach to <u>determine the</u> <u>root cause for why</u> the student is exhibiting academic, emotional, and/or behavioral problems
- The root cause is then linked to a precise evidencebased intervention of known proportions (clear ingredients to implement)



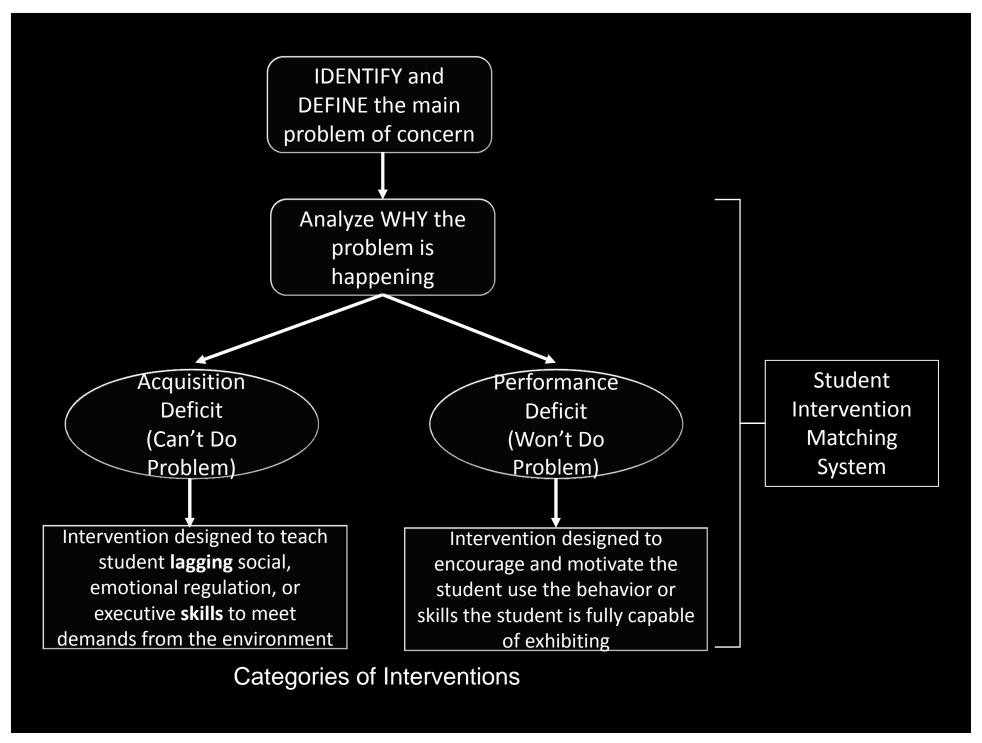
There will **ALWAYS** be a problem when the environment demands from a person:

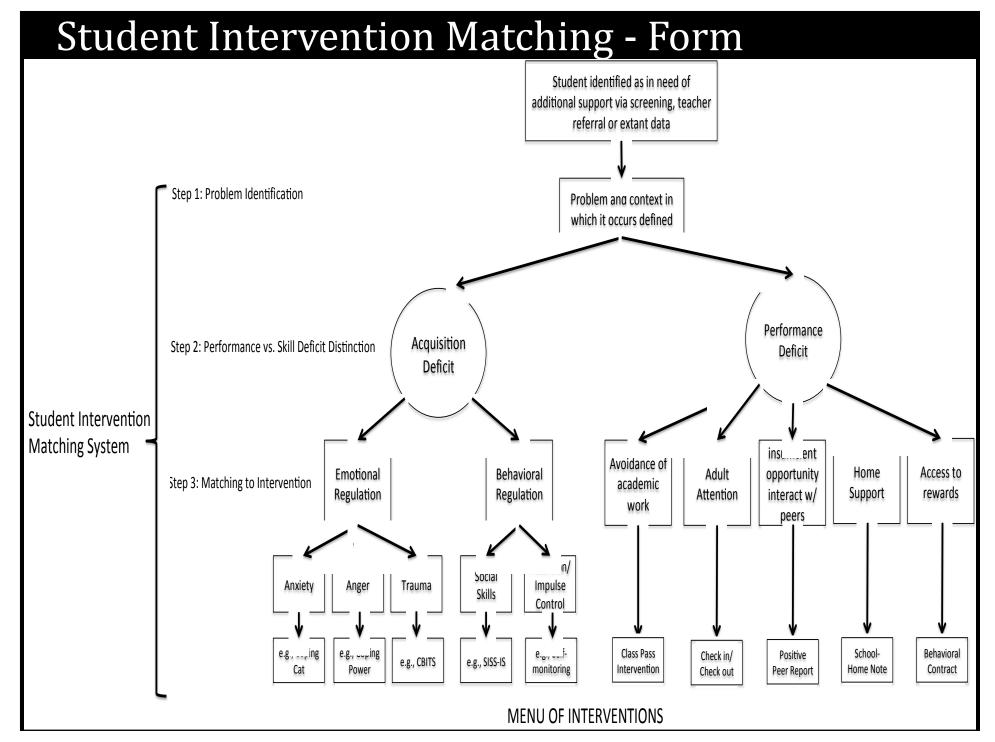
- 1. a skill he or she does not possess OR
- 2. a skill or behavior the person is not properly motivated to exhibit



Acquisition vs. Performance

Descriptor	Acquisition Deficit	Performance Deficit
Explanation of the problem	Problem occurs because the student does not possess the requisite skills/behaviors to meet the demands of the environment	Problem occurs because the student is insufficiently supported by the environment to exhibit the desired behavior or use specific skills
Student deficit	Student lacks a skill/behavior that is necessary to meet the social or academic demands of the environment	Student is not properly motivated and/or supported to utilize skills/behaviors they already possess
Type of problem	Can't Do Problem	Won't Do Problem
Focus of the intervention	Instructional intervention that focuses on teaching the student skills or behaviors to effectively meet the demands from the environment	Intervention that is embedded in the environment that prompts, encourages, and motivates student to use skills/behaviors he or she already possesses





Example Evidence-based Performance- and Acquisition-Based Tier 2 Interventions

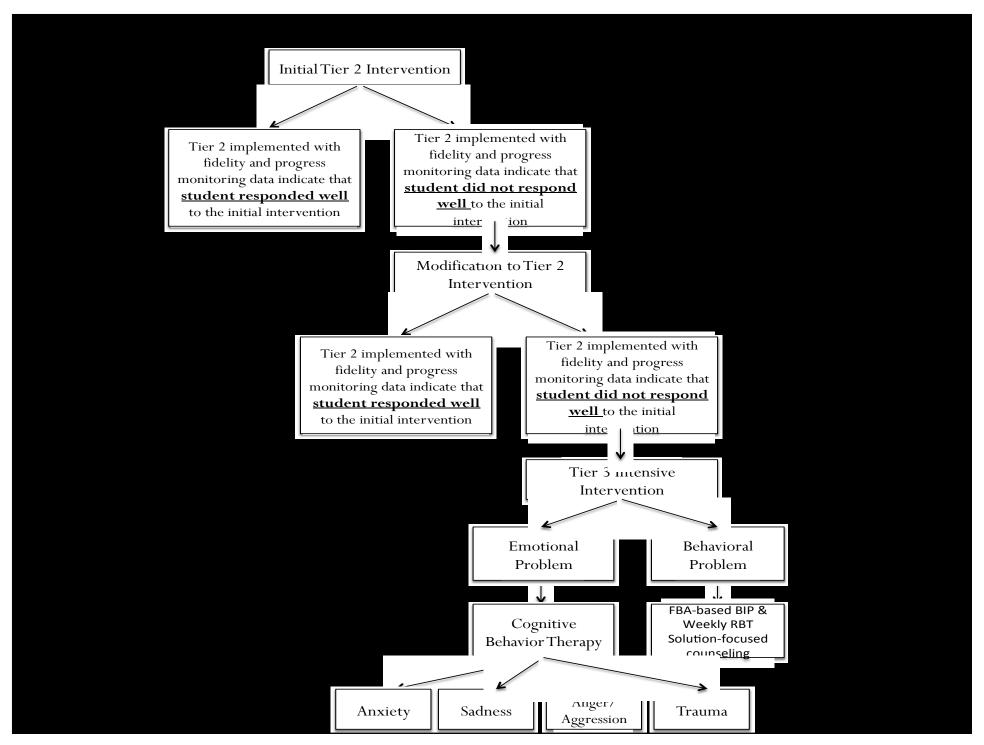
Performance-based Intervention

- Structured School-based Mentoring
 - e.g., Check in/ Check out
- Behavior contracting
- Class Pass Intervention
- Self-monitoring
- School-home note system

Acquisition-based Intervention

- Traditional social skills training
- Emotion Regulation
 - Anxiety
 - Anger
 - Trauma
- Executive functioning
 - Organization
 - Impulse control
 - Attention regulation

MTSS: **Continuum of** Tier 3 Menu of Individual Supports for a FEW: evidence-based Progress monitoring **Targeted** FBA-based Behavior Intervention Plan w/ supports Intensive **Replacement Behavior Training** (FEW Individualized Cognitive Behavior Therapy High-risk students) Home and Community Supports (3-5%)**Selected** (SOME At-risk Students) Small Group & Individual Strategies Screening (10-25% of students) Universal (ALL Students) School-wide, Culturally-responsive Systems of Support (75-90% of students)



Is a BIP Warranted?

- If the team answers "YES" to the following three questions, then an intervention that teaches the student how to regulate emotions (e.g., CBT) should be considered:
 - When the main behavior problem of concern happens, is the student emotionally upset?
 - Is the function of the main problem behavior obviously to escape/avoid an unwanted situation/interaction/experience?
 - Is the functionally-equivalent replacement behavior a temporary fix or does it create a problem unto itself?

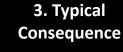
Pathway Chart





2. Desired Alternative

In the presence of the trigger, what you want all students to do



What the typical payoff is for exhibiting the desired behavior

6. Setting Events Must be periodic, Not continuous!

An event that increases the likelihood that the trigger will provoke the behavior



4. Triggering Antecedents

The immediate event that provokes the behavior



1. Problem Behavior

The main behavior of concern



5. Maintaining Consequences

The reason why the problem behavior occurs (i.e., function)



7. Acceptable Alternative

A functionallyequivalent
replacement
behavior that is
socially acceptable



The Cognitive Behavioral Model CBT STRATEGIES

Situation |

Awareness of triggers & exposure activities

Thoughts & Meaning Making

Cognitive restructuring (helpful vs. unhelpful thoughts)

Reaction (Emotional, Behavioral and Physiological)

Teaching skills: relaxation, coping, problem-solving

Consequences (Perceived and actual)

Contingency management & reactive strategies